

86 00936

E UNIFIED SCHOOL DISTRICT

POLICY NO. 4300

SUBJECT: Comparable Worth

CLASSIFICATION: Classified Personnel

The Board of Education supports the concept of comparable worth. Comparable worth means that workers performing jobs requiring a certain level of education, skill, effort and responsibility deserve wages equal to other workers in the District whose jobs require comparable levels of education, skill, effort and responsibility. To this end, pay equity is based on the principle that race, religion, ethnicity and sex are illogical and unjust wage determinants.

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MAY 5 - 1986

UNIVERSITY OF CALIFORNIA

Adopted: 1st Reading, January 17, 1983
2nd Reading, February 7, 1983

SUBJECT: Comparable Worth

CLASSIFICATION: Classified Personnel

The Board wants to make comparable worth a reality, not just an ideal, at the earliest possible time, consistent with the economic realities of the district. To achieve comparable worth, the Board authorizes and directs a comparable worth study. The objectives of the study are as follows:

1. To identify incidents of sex and race discrimination in salary practices of the district so that they may be addressed with the goal of eliminating those practices.
2. To promote internal equality in the salary structure of the district.
3. To maintain a competitive salary structure as it relates to the external labor market.

This study shall be conducted by a study committee which shall consist of the following voting members:

1. One member from the district office who is an administrator.
2. One member who is a principal in the district,
3. Two members of the Board who shall be volunteers.
4. Four district employees who are members of S.E.I.U., Local 614.
5. An agent from S.E.I.U., Local 614.

Any other interested person is encouraged to attend and participate in the work of the committee.

Each member of the study committee may send his or her alternate to any meeting of the committee to which that member is unable to attend.

The Board will provide support services to the committee as required. Sufficient funds will be allocated for this purpose.

Those members of the study committee who are employees of the district shall be given release time with pay and substitutes in appropriate classification for such reasonable periods of time as may be necessary to accomplish the work of the study committee. The study committee shall submit its final report to the Board by the first Board meeting in April, 1983. If the study committee is unable to complete its report by that time it shall submit at that same meeting a progress report and shall request specific additional time in which to complete its report.

SUBJECT: Comparable Worth
CLASSIFICATION: Classified Personnel

ADMINISTRATIVE REGULATION NO. 4300AR

Upon receipt of the comparable worth study the Board shall respond to the same, in writing, at a regular meeting of the Board no later than three regular meetings of the Board after receipt of the comparable worth study. The Board's response shall indicate what action the Board intends to take and a proposed schedule for such action. If the Board is unable or unwilling to take any action, its response shall so state and shall give the reasons for taking no action.

To provide for the full and continuing implementation of the concept of comparable worth, the Board shall thereafter annually appoint a comparable worth committee. This committee shall consist of the following voting members:

1. One member from the district office who is an administrator.
2. One member who is a principal in the district.
3. One member from the Board, who shall be a volunteer.
4. Two members from the general public, one to be selected by the Board and one to be selected by the employees of the district who belong to S.E.I.U., Local 614.
5. Three members who are employees of the district and belong to S.E.I.U., Local 614.
6. One member who is an agent from S.E.I.U., Local 614.

Any other interested person is encouraged to attend and participate in the work of the committee.

This comparable worth committee shall review the district's progress in establishing comparable worth in the district and shall report to the Board, in writing, its findings. The committee shall be appointed by the first meeting of the Board each calendar year. The committee shall make its report to the Board by the first regular meeting of the Board in March of each calendar year. The Board shall respond to the report of the committee, in writing, no later than three regular Board meetings, after the receipt of the annual report. The Board's response shall indicate what action the Board intends to take and a proposed schedule for that action. If the Board is unable or unwilling to take any action, its response shall so state and shall give the reasons for taking no action.

Adoption: February 7, 1983

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VACAVILLE UNIFIED SCHOOL DISTRICT
COMPARABLE WORTH STUDY

COMMITTEE MEMBERS:

Michael P. Campbell, VACE Staff
Chris Casillas, VACE Member
Carol Dorty, VACE Vice President
George Durnay, VACE Member
David Lowe, Board Member
Dottye O'Hara, Board Member
Mardell Powell, VACE Member
John Westermann, School Principal
Lyle Welch, Assistant Superintendent, Chairperson

ALTERNATE COMMITTEE MEMBERS:

Ruth E. Bradanini, Board Member
Doreen Conrad, Board Member
Pam Hoffert

INTRODUCTION

After November 1982, at the direction of the Vacaville Unified School District Board of Education, the Comparable Worth Committee began a review and study of all classified positions in the district.

The committee was charged as follows:

1. To identify incidents of sex and race discrimination in salary practices of the district so that they may be addressed with the goal of eliminating those practices.
2. To promote internal equality in the salary structure of the district.
3. To maintain a competitive salary structure as it relates to the external labor market.

These charges followed the principles adopted by the Vacaville Board of Education. On the subject of comparable worth the District stated, "The Board of Education supports the concept of comparable worth. Comparable worth means that workers performing jobs requiring a certain level of education, skill, effort and responsibility deserve wages equal to other workers in the district whose jobs require comparable levels of education, skill, effort and responsibility. To this end, pay equity is based on the principle that race, religion, ethnicity and sex are illogical and unjust wage determinants."

The Comparable Worth Committee began its work by gathering general comparable worth literature and specific comparable worth studies from other school districts for guidance.

Speakers were recruited from both management and labor who had specific knowledge of implemented comparable worth projects. We did this in order to gain insights into problems experienced by these pioneers. We did not wish to reinvent the wheel or to repeat negative experiences.*

After carefully reviewing numerous studies to arrive at an acceptable methodology and tailoring revisions to suit the particular needs of the Vacaville work force, the committee voted to use the system adopted by the Sacramento City Unified School District in cooperation with SEIU, Local 22. The application of the adopted methodology and preliminary findings by this committee are explained and outlined within the body of this report.

We must report to the Board that this preliminary report would not have been possible without the generous efforts of supervisory and administrative input that the committee received whenever requested.

We trust that no matter what defects may be found in the initial findings, that they be viewed with a compassionate understanding of the enormity of this project. Committee members were impressed with the tremendous variety of functions performed by workers in this district.


*Special thanks are due Ms. Kathryn Haynes of SEIU, Local 390 and Joel Mooney, Director of Personnel, Travis Unified School District.

PROCEDURE

At the end of April 1983, job descriptions were distributed to all classified employees for updating, if needed. As we did the Comparable Worth Study job evaluations, these updated job descriptions were reviewed to include any pertinent information.

In May we reviewed numerous comparable worth studies done in other school districts and finally chose the one that we felt would serve our needs the best, with slight modification. The following job factors and sub-factors were chosen:

1. Knowledge/Skill
2. Complexity
3. Responsibility
 - a. Impact on the District
 - b. Impact on Students
 - c. Impact on the Public
 - d. Supervision of Others
 - e. Freedom to Act
4. Working Conditions
 - a. Environment
 - b. Physical Demands
 - c. Hazards



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Before beginning the task of evaluating classifications, the committee established these ground rules for all meetings:

1. Members were permitted to name alternates for sessions which they were unable to attend.
2. Preliminary ratings were made solely on the basis of class specifications provided by the Assistant Superintendent of Personnel.
3. The committee voted on each factor for each classification with majority rule.
4. In cases of tie votes, the tie was broken by accepting the higher rating if an intermediate rating was not available.

The committee developed a point factor system to evaluate classified positions in the district, with each factor weighted according to its relative importance to the operation of the district. (Please see page 5-9)

Each of these factors is composed of levels or degrees as described separately. Within each level or degree at least three (3) numerical scores were developed to designate the low to high range within each level or degree. This allowed for placement not only into a particular level but also to a range within each level. A maximum of 3000 points was possible. This represents the points assigned to the sum of the highest level of each of the four factors. The total number of points available for a factor is determined by multiplying the weight for that factor by 3000 points.

FACTOR	WEIGHT (X 3000)	= MAXIMUM POINTS AVAILABLE
Knowledge/Skill	28%	840
Complexity	28%	840
Responsibility	33%	990
Working Conditions	11%	330

Two of the factors, Responsibility and Working Conditions, have sub-factors which were measured separately. The sub-factors, their weight and maximum points available are listed below:

FACTOR	WEIGHT	MAXIMUM POINTS AVAILABLE
Responsibility		
Impact on District	23%	228
Supervision of Others	22%	218
Impact on Students	20%	198
Freedom to Act	19%	188
Impact on Public	16%	158
Working Conditions		
Environment	33 1/3%	110
Physical Demands	33 1/3%	110
Hazards	33 1/3%	110

The Knowledge/Skill Factor

The knowledge/skill factor measures the total of all knowledge, however acquired, needed for satisfactory performance on the job. Knowledge refers to skills or mental development acquired through regular or special training, experience or self-education. The extent and complexity of the body of knowledge required to perform assigned duties are measured by this factor including both depth and breadth of knowledge required.

The Complexity Factor

The complexity factor measures the ability and judgment required to solve problems, render decisions and complete tasks. The complexity of a job is affected by the extent to which duties are standardized; the degree to which initiative, creativity and self-reliance are required; and the diversity of the various tasks involved.

The Responsibility Factor

The responsibility factor has five sub-factors which, when combined, measure a position's overall impact and accountability. This factor measures the impact of decisions and actions on the operation of the district. It includes the extent to which the position is supervised and the responsibility of the position to supervise others. It measures the impact of decisions and actions on students and members of the community.

The five sub-factors are:

1. Impact on the District - Measures the extent of direct or indirect impact on school or district programs, services and activities.
2. Supervision of Others - Measures the number of district employees for which the position has responsibility for formal evaluation or lead person status.
3. Impact on Students - Measures the relative impact of a position's contact with students.
4. Freedom to Act - Measures the extent of supervision received by the incumbent and the extent to which the actions of the position are governed by established guidelines or written procedures.
5. Impact on the Public - Measures the relative impact of a position's contact with the public.

The Working Conditions Factor

There are three sub-factors included in the working conditions factor, each one measured separately:

1. Environment - Measures the extent to which the employee must work in disagreeable surroundings.

2. Physical Demands - Measures the extent to which employees must exert themselves during the normal course of their work.
3. Hazards - Measures the extent to which employees work under potentially dangerous or harmful conditions.

The committee began evaluating the classifications using the job descriptions at the end of May and continued the process through mid July. On July 19, 1983, we began reviewing all evaluations, comparing both within and across occupational groupings to establish recommended pay ranges based on the total points of job factors for all classifications. This task was completed on August 29, 1983. A copy of the draft Comparable Worth Report was distributed to each classified employee and their comments and questions were requested. The committee received nineteen (19) responses. Each of these were reviewed and resulted in several changes in the report.

Summary

Sixteen different meetings were held from April 6 through August 29, 1983, to complete rankings of job descriptions and step/range recommendations. The committee accomplished the objectives set by the Vacaville Unified School District Board of Education using a comprehensive set of criteria that was applied to all classifications. A ranking of classifications has been developed that can promote internal equity and at the same time eliminate possible incidences of past discrimination based on sex or race.

JOB FACTORS AND SUB-FACTORS

Knowledge/Skill

Definition - This factor measures the total of all knowledge, however acquired, needed for satisfactory performance on the job. Knowledge refers to skills or mental development acquired through regular or special training, experience or self-education. The extent and complexity of the body of knowledge required to perform position duties are measured by this factor including both depth and breadth of knowledge required.

Level A	Simple, routine repetitive tasks; body of knowledge is narrow and specific to a number of regular routines or work assignments; skill to operate simple equipment; typically requires elementary level education plus work orientation and little or no previous training or experience.	78
		90
		103
Level B	Standardized, basic work routines; knowledge of commonly used procedures and operations; skill to operate standard equipment requiring some previous training; typically requires some secondary education and some training or experience.	119
		137
		157
Level C	Varied but relatively standard work routines; knowledge of policies and practices typically within a specific vocational field or specialty; skill to operate a variety of equipment and to perform minor repairs or adjustments; typically requires high school education or its equivalent and some previous training and experience (up to one year).	181
		208
		239

Level D	General understanding of rules, procedures or operations	275
	of a specific vocation which requires considerable vocational training and experience to perform a full range of	316
	standard assignments; skill to operate and adjust varied equipment to perform standard operations; typically requires	363
	high school graduation, specialized vocational training and 1-3 years experience within the specialty performed or up to one year of college training.	
Level E	In-depth knowledge of a specific function to allow lead person or paraprofessional status; extensive understanding	417
	of rules, procedures or operations involving a variety of	452
	interrelated tasks; skill to operate, adjust and train others in the use of a variety of equipment; basic knowledge of research techniques and technical fields typically	480
	requiring 1-3 years college or other advanced training.	552
Level F	Substantial knowledge in a discipline or program which requires understanding and application of principles,	635
	precedents or theories of a professional or administrative occupation; knowledge of technical methods used to perform	730
	specialized, complicated assignments; typically requires a baccalaureate program or its equivalent.	840

Complexity

Definition - Complexity of work measures the ability and judgement required to solve problems, render decisions and complete tasks. The complexity of a job is affected by the extent to which the duties are standardized; the degree to which initiative, creativity and self-reliance are required; and the diversity of the various tasks involved.

Level A	Work involving routine, repetitive duties requiring the use	119
	of a few well established procedures; little opportunity	137
	to exercise judgement; analysis not required.	157
Level B	Work involving varied as well as routine duties requiring	181
	the use of several standardized procedures; decisions	208
	requiring discriminating choices between a few easily recognizable solutions which are covered by general practices or standardized procedures.	239
Level C	Work involving varied but related duties requiring the	275
	analysis of standardized data within the limits of	316
	established policies and procedures; some judgement and	363
	discretion called for which frequently requires the employee to choose among varying methods of procedures.	
Level D	Work involving varied and unrelated duties requiring	417
	analysis of data where general guidelines have been	480
	provided; decision making requiring the use of some ingenuity, initiative and judgement.	552

Level E	Work involving diverse and complex duties requiring the analysis and evaluation of a wide variety of data involving non-routine problems, often under changing conditions; decision making requiring substantial ingenuity, initiative, judgement and creativity.	635 730 840
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Responsibility

Definition - This factor measures the impact of decisions and actions on the operation of the district. It includes the extent to which the position is supervised and the responsibility of the position to supervise others. It measures the impact of decisions and actions on students and members of the community.

Impact

Level A	Work has negligible and indirect impact beyond the immediate organizational unit and beyond the timely provision of limited services to others; work products or services facilitate the work of others.	49 56 65
Level B	Work has limited impact on school or district programs, activities or services; work products or services have some effect (primarily indirect) on the work of others.	75 86 99
Level C	Work has moderate and direct impact on school or district programs, activities or services; work products or services have moderate effect on the social or physical well-being of others or moderate effect on the systems, procedures or equipment used by others.	113 130 150
Level D	Work has considerable and direct impact on school or district programs, activities or services; work products or services have considerable effect on the social or physical well being of others or considerable effect on a wide range of activities, programs, or departments.	172 198 228

Freedom to Act

Level A	Work is subject to close supervision; detailed procedures or written instructions are available; supervisor is typically on-site or available most of the time.	40 46 53
Level B	Work is subject to immediate supervision; detailed procedures are available; work is typically reviewed formally or informally while in progress.	61 71 81
Level C	Work is subject to general supervision; some procedures or well defined precedents are available; supervisor is typically available, but may not be directly at the work site at all times.	93 107 124
Level D	Work is subject to direction from supervisors with only broad instructions or directives; work is typically reviewed as completed.	142 163 188

Supervision of Others

Level A	None	0
Level A-1	1-5 Students	30
Level B	1-3 employees supervised	71 82 94
Level C	4-10 employees supervised	108 125 143
Level D	Over 10 employees supervised	165 190 218

Impact on Students and Public		Students	Public
Level A	Ordinary courtesy	43	34
	Personal contact or polite phone	49	39
	Exchange information	56	45
Level B	Explain policies or practices	65	52
	Advise	74 86	59 68
Level C	Some responsibility for influencing, counseling, and motivating others	98 113	79 90
	Resolving conflicts	130	104
Level D	Considerable responsibility for influencing, counseling, and motivating others	150 172 198	119 137 158
	Resolving conflicts		

Working Conditions

Definition - The working conditions factor covers the environment conditions and physical demands placed on the employee by the work assignment. This includes the work environment (e.g., lighting, ventilation, temperature, dust, noise, fumes); the physical demands (e.g., climbing, lifting, position fatigue); and hazardous conditions which may be encountered in spite of safety measures and health precautions.

Environment

Level A	Physical surroundings or working conditions with a limited degree of disagreeable or disturbing elements.	24 28 32
Level B	Physical surroundings or working conditions that involve slight or occasional exposure to or contact with dirt, dust, fumes, poor lighting, noise, temperature changes, moisture, or other adverse conditions.	37 42 48

Level C	Physical surroundings or working conditions that involve moderate or periodic exposure to or contact with dirt, dust, fumes, poor lighting, noise, temperature changes, moisture, or other adverse conditions.	55 63 72
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Level D	Physical surroundings or working conditions that involve extreme or continuous exposure to or contact with dirt, dust, fumes, poor lighting, noise, temperature changes, moisture, or other adverse conditions.	83 96 110
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Physical Demands

Level A	Requires some expenditure of physical effort and normal sitting, walking, and standing with some body movement involved in working with equipment, tools and materials.	24 28 32
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Level B	Requires some sustained or repetitive physical activity or physical exertion and varied activity working with equipment, tools or materials; or duties involving considerable visual effort.	37 42 48
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Level C	Requires moderate expenditure of physical effort; walking and standing with moderate amount of body movement in working with equipment, tools or materials, or duties involving constant visual effort.	55 63 72
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Level D	Requires considerable and continuing physical exertion, working with equipment, tools and materials or rapid and continuing physical effort due to changes of posture and difficult positions.	83 96 110
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Hazards

Level A	General absence of hazards	37 42 48
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Level B	Moderate hazards fairly predictable and controllable.	55 63 72
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Level C	High risks and somewhat unpredictable hazards.	83 96 110
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VACAVILLE UNIFIED SCHOOL DISTRICT
COMPARABLE WORTH STUDY
CLASSIFICATION EVALUATION

PROPOSED RANGE	CURRENT RANGE	TOTAL	KNOWLEDGE COMPLEXITY	Students	RESPONSIBILITY Public Impact	Freedom	Super.	WORKING CONDITIONS Environ. Physical Hazards
<u>Range 53</u>								
Purchasing Agent	53	2098	635	43	119	172	163	28 42 72
Executive								
Secretary	45	2075	635	43	137	198	163	28 42
<u>Range 49</u>								
Administrative								
Secretary-Curriculum	43	1843	552	43	104	198	142	28 42
Electronic								
Foreman	48	1853	480	43	34	150	163	72 96
Garage								
Foreman	49	1924	552	43	34	150	188	72 96
Personnel								
Technician	43	1843	552	43	104	198	142	28 42
Structural								
Foreman	48	1853	480	43	34	150	163	72 96
<u>Range 48</u>								
Grounds								
Landscaping Foreman	48	1707	480	43	34	150	188	63 72
Mechanical								
Services Foreman	48	1770	480	43	34	150	163	72 96

VACAVILLE UNIFIED SCHOOL DISTRICT
COMPARABLE WORTH STUDY
CLASSIFICATION EVALUATION

PROPOSED RANGE	CURRENT RANGE	TOTAL	KNOWLEDGE COMPLEXITY		Students	RESPONSIBILITY		Freedom	Super.	Environ.	Physical Hazards
						Public	Impact				
<u>Range 43</u>											
Administrative Secretary-Business	43	1462	480	480	43	104	150	107	0	28	28 42
Administrative Secretary-Psychology	41	1486	480	480	43	34	150	107	94	28	28 42
Bookkeeper/Accounting Technician	43	1432	452	417	43	34	150	124	94	28	48 42
Mechanic	43	1440	363	417	43	34	130	142	71	72	96 72
Maintenance Person II	43	1440	363	417	43	34	130	142	71	72	96 72
Jr. High School Secretary	39	1538	417	417	98	104	172	124	94	42	28 42
High School Secretary	40	1569	417	417	98	104	172	124	125	42	28 42
Head Custodian II	43	1403	275	316	86	68	172	142	143	63	83 55
<u>Range 42</u>											
Continuation High School Secretary	38	1355	363	363	113	90	150	93	71	42	28 42

VACAVILLE UNIFIED SCHOOL DISTRICT
COMPARABLE WORTH STUDY
CLASSIFICATION EVALUATION

PROPOSED RANGE	CURRENT RANGE	TOTAL	KNOWLEDGE COMPLEXITY		Students	RESPONSIBILITY		Freedom	Super.	WORKING CONDITIONS	
						Public	Impact			Environ.	Physical Hazards
<u>Range 42, Continued</u>											
Elementary School											
Secretary	38	1355	363	363	113	90	150	93	71	42	28 42
Payroll Technician											
Technician	42	1337	417	363	43	68	150	107	71	28	48 42
<u>Range 41</u>											
Adult School											
Secretary	38	1308	316	363	113	90	150	93	71	42	28 42
Cafeteria Manager II											
Manager II	35	1232	239	275	86	52	113	124	125	83	63 72
Head Custodian I											
Custodian I	41	1291	239	275	86	68	172	142	108	63	83 55
Head Warehouse											
Warehouse	40	1226	275	363	43	45	113	124	71	48	72 72
School Registrar											
Registrar	38	1308	316	363	113	90	150	93	71	42	28 42
Staff Secretary											
Secretary	38	1308	316	363	113	90	150	93	71	42	28 42
<u>Range 39</u>											
Bus Driver Instructor											
Instructor	39	1032	275	239	43	34	130	93	94	28	24 72
Cafeteria Manager I											
Manager I	33	1021	181	239	65	52	113	93	71	72	63 72
Clerical Tech. III											
Tech. III	34	1059	239	316	74	68	113	107	30	42	28 42

VACAVILLE UNIFIED SCHOOL DISTRICT
COMPARABLE WORTH STUDY
CLASSIFICATION EVALUATION

PROPOSED RANGE	CURRENT RANGE	TOTAL	KNOWLEDGE COMPLEXITY	RESPONSIBILITY			WORKING CONDITIONS					
				Students	Public	Impact	Freedom	Super.	Environ.	Physical Hazards		
Range 39, Continued												
Computer Operator	38	1046	363	275	43	34	113	93	0	28	55	42
Instructional Assistant-Bilingual	30	1127	275	316	150	68	113	93	0	42	28	42
Instructional Assistant-Special Programs	30	1127	275	316	150	68	113	93	0	42	28	42
Lead Custodian	37/39	1043	181	239	56	45	113	107	108	63	83	48
Account Clerk II	38	1024	316	275	43	52	113	107	0	28	48	42
Library Tech. II	31	1059	239	316	74	68	113	107	30	42	28	42
Maintenance Supply Person	38	1012	239	316	43	45	113	124	0	42	48	42
Range 38												
Attendance Clerk	32	973	208	275	74	68	113	93	30	42	28	42
Bus Driver	37	922	157	239	113	59	113	93	0	37	48	63

VACAVILLE UNIFIED SCHOOL DISTRICT
COMPARABLE WORTH STUDY
CLASSIFICATION EVALUATION

PROPOSED RANGE	CURRENT RANGE	TOTAL	KNOWLEDGE COMPLEXITY	Students	Public Impact	RESPONSIBILITY Freedom	Super.	Environ.	Physical Hazards
<u>Range 38, Continued</u>									
Clerical Tech. II	31	973	208	74	68	113	93	30	42
Instructional Assistant	30	910	208	130	68	113	71	0	42
Library Technician	31	973	208	74	68	113	93	30	42
Maintenance Person I	37	979	239	43	34	113	71	0	72
Offset Press Operator	35	935	239	43	34	113	93	30	55
Personnel Clerk	35	939	208	43	68	99	107	0	42
Pool Attendant	38	863	181	43	45	107	93	0	72
<u>Range 37</u>									
Account Clerk I	34	758	157	43	52	99	81	0	42
Data Processing Clerk	34	758	157	43	52	99	81	0	42
Food Service/Mail Courier	35	757	137	43	34	86	93	0	72
Groundsperson	36	774	181	43	34	75	53	0	72

VACAVILLE UNIFIED SCHOOL DISTRICT
COMPARABLE WORTH STUDY
CLASSIFICATION EVALUATION

PROPOSED RANGE	CURRENT RANGE	TOTAL	KNOWLEDGE COMPLEXITY	Students	RESPONSIBILITY			WORKING CONDITIONS			
					Public Impact	Freedom	Super.	Environ.	Physical Hazards		
Range 37, Continued											
Personnel Clerk B	31	815	157	34	45	113	93	0	28	28	42
Warehouse	40	746	157	43	34	86	53	0	48	72	72
Range 35											
Cafeteria Assistant II	27	724	119	49	34	75	53	30	72	63	72
Campus Supervisor	30	718	119	86	45	65	107	0	42	42	55
Clerical Tech. I	30	730	157	56	45	99	53	0	42	28	42
Custodian	35	691	127	43	45	65	93	0	55	48	48
Detention Supervisor	30	693	119	86	34	65	107	0	42	28	55
Library Clerk	30	730	157	56	45	99	53	0	42	28	42
Range 33											
Cafeteria Assistant I	24	645	103	43	34	75	46	0	72	63	72
Range 31											
Child Care Assistant	30	579	90	49	34	56	81	0	42	28	42
Noon Supervisor		604	90	74	39	65	81	0	48	28	42

COST OF COMPARABLE WORTH

ORIGINAL ESTIMATE: \$261,000.00

January 1984	10%	\$26,440		\$26,440
July 1984	20%	\$52,200	6% COLA	\$55,332
July 1985	20%	\$52,200	6.5% COLA	\$58,928
July 1986	20%	\$52,200	6% COLA	\$62,463
July 1987	20%	\$52,200	6% COLA	\$66,211
July 1988	10%	\$26,440	6% COLA	<u>\$35,092</u>
				\$304,466

May 1, 1986

RJ:dp

REQUEST FOR JOB REVIEW
COMPARABLE WORTH COMMITTEE

NAME _____ DATE _____

CURRENT POSITION _____

CHANGES/NEW DUTIES IN JOB DESCRIPTION

NAME OF SUPERVISOR WHO ASSIGNED NEW DUTIES _____

DUTIES DELETED

OTHER POSITIONS ON SAME RANGE AS YOUR CURRENT RANGE

RANGE YOU BELIEVE TO BE APPROPRIATE _____

OTHER POSITIONS ON RANGE YOU BELIEVE WOULD BE MORE APPROPRIATE



C124887123

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JUSTIFICATION STATEMENT - SUMMARY OF REASON YOU BELIEVE POSITION SHOULD BE ASSIGNED
A HIGHER RATE OF PAY

EMPLOYEE SIGNATURE

DATE

SUPERVISOR'S STATEMENT REGARDING EMPLOYEE REQUEST

SUPERVISOR'S SIGNATURE

DATE